Listening to a Teaching: A recorded teaching by an Elder, Knowledge Keeper or Métis Senator

NBE3U, Unit 4: Living Words, Lesson 10. 75 minutes. Teacher lesson plan.

Lesson at a glance

Everything we have practised leads here: listening to a person who carries knowledge, in a teaching they chose to share publicly. Whether we hear it on a recording or, if a visit can be arranged, in person, how we prepare, listen and acknowledge the speaker shows whether we have learned.

What students do: Students find out who is speaking and why the teaching was shared, review listening practices, listen to a teacher-chosen recorded teaching or talk by a First Nations, Métis or Inuit Elder, Knowledge Keeper or Métis Senator shared publicly by an Indigenous-led organization, acknowledge the speaker, and connect the teaching to course texts and their own experience. The lesson is complete without a guest; if your board can arrange a visit, the same plan works in person.

Curriculum expectations

Code	Students will…
B1.4	select and use culturally appropriate listening practices during oral teachings by First Nations, Métis, and Inuit speakers
B2.2	select and use the most appropriate active listening strategies when interacting in a range of oral communication contexts related to First Nations, Métis, and Inuit cultures
B2.6	extend their understanding of oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex or difficult texts, by making effective connections between the ideas in them and in other texts and to their own knowledge, experience, and insights
B4.2	identify a variety of skills they have in reading, writing, viewing, and representing, and explain, with increasing insight, how these skills help them interpret and discuss oral texts from and/or related to First Nations, Métis, and Inuit cultures more effectively

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

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Learning goals and success criteria

Learning goals	Success criteria
• We are learning to listen respectfully to an oral teaching. • We are learning to connect a teaching to other texts and our own experience.	• I can explain who is speaking and why the teaching was shared. • I can use culturally appropriate listening practices. • I can connect the teaching to course texts and my own experience. • I can explain how my reading and writing skills help me understand oral texts.

Materials and preparation

- **Slides:** Listening to a Teaching deck.
- **Handouts:** Preparing to Listen (page 1), After the Teaching (page 2).
- **Teaching:** A teacher-chosen recorded teaching or talk (20 to 30 minutes) shared publicly by an Indigenous-led organization, with its context: who is speaking, their Nation or community as they give it, and why it was shared. Preview fully.
- **Optional:** A guest, only if your board can arrange one (see the teacher notes).

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–10	**Who is speaking?**	Context and protocols.	Prepare.	Speaker and source named.
10–20	**Questions**	Open questions.	Write.	Questions ready.
20–50	**The teaching**	Full recording.	Listen.	Listening practices used.
50–55	**Acknowledge**	Name and thank.	Acknowledge.	
55–75	**After**	Connections.	Write and discuss.	Connections made.

Differentiation

- **Support:** Question stems; captions on; a quiet seat near the door for anyone who needs a break.
- **ELL:** Preview key words in the teaching; captions or a transcript if the organization provides one.
- **Challenge:** Draft a short, teacher-approved acknowledgement to the organization that shared the teaching.

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Assessment

Type	Tool	Purpose
Assessment for learning	Preparing to Listen and After the Teaching	Listening practices (B1.4), active listening (B2.2), connections (B2.6) and transferable skills (B4.2)

Listening to a teaching: key points

- **Before:** Learn who is speaking, their Nation or community as they give it, and why the teaching was shared; prepare open questions.
- **During:** Phones away; listen to the whole teaching before judging; let silence be; take notes only as the speaker or organization welcomes.
- **Acknowledge:** Name the speaker and the organization that shared the teaching, and say what you will carry forward. With a guest, follow the guest's or the board's protocol.
- **After:** Connect the teaching to course texts, to other listening this unit and to your own experience.
- **Skills:** Reading and writing skills (summarizing, finding the main idea, noticing repetition) help us remember and interpret oral teachings.

Teacher notes

- Choosing the teaching: use a publicly shared teaching or talk by an Elder, Knowledge Keeper or Métis Senator from an Indigenous-led organization (for example, a Friendship Centre, a Nation's own channel, the Métis Nation of Ontario or Inuit Tapiriit Kanatami). Choose one shared for public learning, note who is speaking, their Nation or community as they give it, and why the organization shared it, and follow any viewing guidance the organization gives. Ask your board's Indigenous education lead to recommend one if you can. Preview it in full.
- Over the course, try to include First Nations, Métis and Inuit speakers across Lessons 7 to 10 (Lessons 7 and 8 use Métis and Inuit recordings).
- Optional guest: if your board can arrange a visit, use the same plan with the guest in place of the recording. Guests: Elders, Knowledge Keepers and Métis Senators are invited through your board's Indigenous education lead, with an honorarium and any gift the guest's community protocol calls for. Many First Nations protocols involve offering tobacco when making a request; this does not necessarily apply to Métis or Inuit Elders, so ask the community or your board before you invite (OISE Deepening Knowledge guidance). Never record, photograph or take notes during a guest's teaching unless the guest has said yes first. The curriculum's own example for B1.4 names this practice. Ask the guest beforehand about the topic, questions, note-taking, and how they would like to be introduced and thanked; adjust the protocol cards to match.
- Never ask Indigenous students to introduce, host or speak for a speaker or guest unless they volunteer, and never ask them to share family teachings. Do not ask Indigenous students to speak for their communities, to share personal or family histories, or to act as experts. Every student's participation in sharing is optional.
- If the teaching touches on residential schools or loss, follow up with the care routine. This course discusses colonization, residential schools and their effects. Some students and families carry this history personally. Support: Hope for Wellness Help Line (for Indigenous people across Canada, 24/7, by phone or online chat at hopeforwellness.ca; English and French, with Cree, Ojibway and Inuktut on

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request at certain times), 1-855-242-3310; Kids Help Phone, 1-800-668-6868 or text 686868; 9-8-8 Suicide Crisis Helpline (call or text 988); National Indian Residential School Crisis Line, 1-866-925-4419.

- We strongly recommend reviewing this unit with your board's Indigenous education lead and, where possible, inviting a First Nations, Métis or Inuit Elder, Knowledge Keeper or guest speaker following your board's protocols (including offerings and honoraria). Local Nations' own sources come first.

Coming up

Lesson 11, Keeping Words Alive.

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